


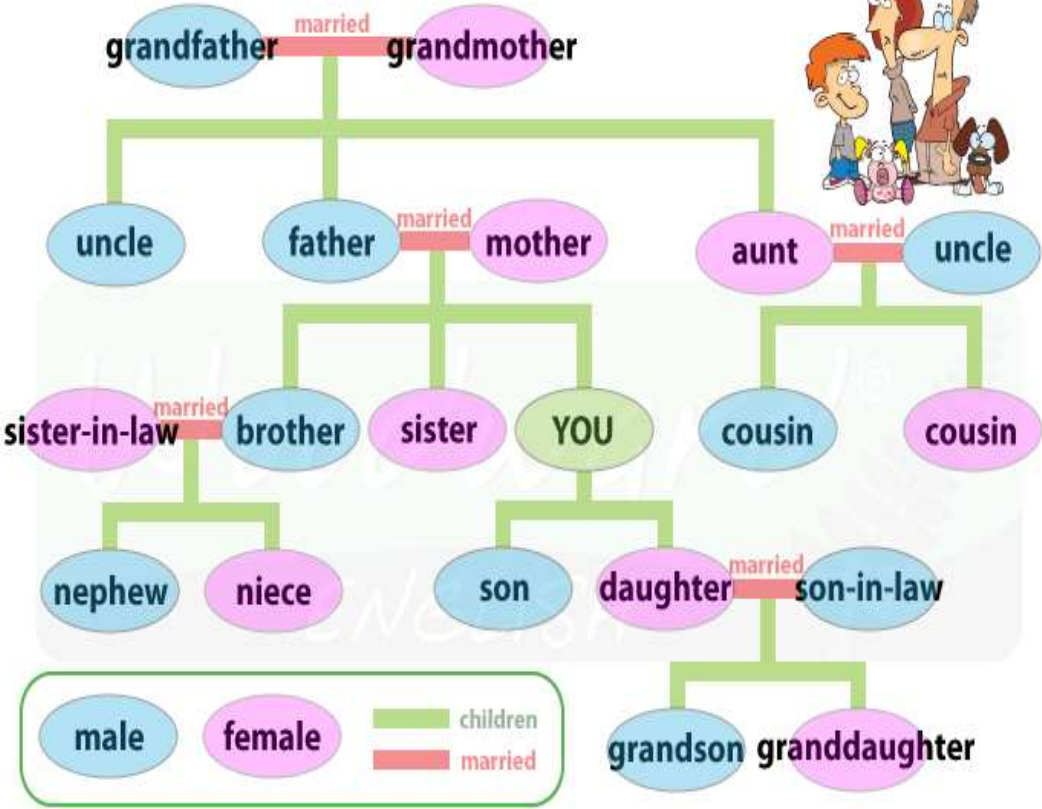
|  | <div>INSTITUCIÓN EDUCATIVA CIUDADELA SUCRE</div> <div>SEDE A (CIUDADELA), SEDE B (LA ISLA) Y SEDE C (EL PROGRESO)</div> <div>Nit. 832003622-3 Dane: 125754001957 Tel: 579 00 30</div> <div>e – mail: ciudadelasucre@soachaeducativa.edu.co</div> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| GUÍA DE MEJORAMIENTO 2025 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ASIGNATURA: Inglés | | | GRADO: Noveno | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <div>1. ¿QUÉ DEBO MEJORAR?</div> <div>GUIAMEJORAMIENTO I Y II PERIODO</div> <p>El objetivo de esta guía es ayudar a fortalecer lo que aún necesita mejorar. Aquí encontrará actividades diseñadas para apoyar su aprendizaje y avanzar con más seguridad.</p> <p>Estaremos trabajando actividades correspondientes al primer y segundo periodos académicos.</p> <p>Simple present Family members Demonstratives Possessive adjectives Countries and nationalities Simple past and past continues Comparatives and superlatives</p> <div>Instrucciones</div> <div>1.Debe leer atentamente cada uno de los enunciados.</div> <div>2.Todas las actividades deben ser resueltas y presentadas en su totalidad (hojas de examen o en las hojas de la guía).</div> <div>3. No se recibirá la guía incompleta</div> <div>4. Debe estar preparado (a) para presentar sustentación</div> <div>¡Puedes lograrlo!</div> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <div>2. ¿QUÉ DEBO RECORDAR?</div> <p>Aquí encontrará explicaciones, ejemplos y orientaciones que le ayudarán a comprender y resolver cada actividad. Lea con atención, siga paso a paso las indicaciones y apóyese en los recursos que se le brindan (como imágenes, textos o enlaces).</p> <p>¡Recuerde que se puede aprender de diferentes formas!</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <div>SIMPLE PRESENT TENSE</div> <table><tr><th></th><th>Positive</th><th>Negative</th><th>Question</th><th>Negative question</th></tr><tr><td>I</td><td>I love comics</td><td>I do not / don't love comics</td><td>Do I love comics?</td><td>Don't I love comics?</td></tr><tr><td>You</td><td>You love comics</td><td>You do not / don't love comics</td><td>Do you love comics?</td><td>Don't you love comics?</td></tr><tr><td>He</td><td>He loves comics</td><td>He does not / doesn't love comics</td><td>Does he love comics?</td><td>Doesn't he love comics?</td></tr><tr><td>She</td><td>She loves comics</td><td>She does not / doesn't love comics</td><td>Does she love comics?</td><td>Doesn't she love comics?</td></tr><tr><td>It</td><td>It loves comics</td><td>It does not / doesn't love comics</td><td>Does it love comics?</td><td>Doesn't it love comics?</td></tr><tr><td>We</td><td>We love comics</td><td>We do not / don't love comics</td><td>Do we love comics</td><td>Don't we love comics?</td></tr><tr><td>They</td><td>They love comics</td><td>They do not / don't love comics</td><td>Do they love comics?</td><td>Don't they love comics?</td></tr></table> | | | | | | Positive | Negative | Question | Negative question | I | I love comics | I do not / don't love comics | Do I love comics? | Don't I love comics? | You | You love comics | You do not / don't love comics | Do you love comics? | Don't you love comics? | He | He loves comics | He does not / doesn't love comics | Does he love comics? | Doesn't he love comics? | She | She loves comics | She does not / doesn't love comics | Does she love comics? | Doesn't she love comics? | It | It loves comics | It does not / doesn't love comics | Does it love comics? | Doesn't it love comics? | We | We love comics | We do not / don't love comics | Do we love comics | Don't we love comics? | They | They love comics | They do not / don't love comics | Do they love comics? | Don't they love comics? |
| | Positive | Negative | Question | Negative question | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I | I love comics | I do not / don't love comics | Do I love comics? | Don't I love comics? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| You | You love comics | You do not / don't love comics | Do you love comics? | Don't you love comics? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| He | He loves comics | He does not / doesn't love comics | Does he love comics? | Doesn't he love comics? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| She | She loves comics | She does not / doesn't love comics | Does she love comics? | Doesn't she love comics? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| It | It loves comics | It does not / doesn't love comics | Does it love comics? | Doesn't it love comics? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| We | We love comics | We do not / don't love comics | Do we love comics | Don't we love comics? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| They | They love comics | They do not / don't love comics | Do they love comics? | Don't they love comics? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |









POSSESSIVES ADJECTIVES

































| SUBJECT PRONOUN | | POSSESSIVE ADJECTIVE | |
|-----------------|-------------------|----------------------|---------------------|
| I | I have a shirt. | MY | My shirt is green. |
| YOU | You have a book. | YOUR | Your book is new. |
| HE | He has a pillow. | HIS | His pillow is soft. |
| SHE | She has a dog. | HER | Her dog is small. |
| IT | It has a bone. | ITS | Its bone is old. |
| WE | We have a bird. | OUR | Our bird is noisy. |
| YOU | You have a house. | YOUR | Your house is big. |
| THEY | They have a car. | THEIR | Their car is slow. |

Family Members

Members of the Family in English



| <div> <div>THIS THESE</div> <div>DEMONSTRATIVE PRONOUNS</div> <div>THAT THOSE</div> </div> | | | <div> <div>THIS THESE</div> <div>DEMONSTRATIVE ADJECTIVES</div> <div>THAT THOSE</div> </div> | | |
|--|--|---|--|---|---|
| | DISTANCIA CON EL OBJETO | | | DISTANCIA CON EL OBJETO | |
| | CERCA (CLOSE) | LEJOS (FAR) | | CERCA (CLOSE) | LEJOS (FAR) |
| SINGULAR | <div>THIS</div> <div>este/esta</div> | <div>THAT</div> <div>ese/esa</div> | SINGULAR | <div>THIS</div> <div>este/esta</div> | <div>THAT</div> <div>ese/esa</div> |
| |  <div>This is my book.</div> |  <div>That is a monkey.</div> | |  <div>This book is old.</div> |  <div>That monkey is alone.</div> |
| PLURAL | <div>THESE</div> <div>estos/estas</div> | <div>THOSE</div> <div>esos/esas</div> | PLURAL | <div>THESE</div> <div>estos/estas</div> | <div>THOSE</div> <div>esos/esas</div> |
| |  <div>These are my books.</div> |  <div>Those are monkeys.</div> | |  <div>These books are old.</div> |  <div>Those monkeys are friends.</div> |

| COUNTRIES | | | |
|--|--|---|--|
| EUROPE | NORTH AMERICA | ASIA | AFRICA |
| <div> Ireland</div> <div> Spain</div> <div> Germany</div> <div> Italy</div> <div> France</div> <div> Ukraine</div> <div> Poland</div> <div> Czech Republic</div> <div> Switzerland</div> <div> Croatia</div> | <div> United States</div> <div> Canada</div> <div> Mexico</div> <div> Brazil</div> <div> Argentina</div> <div> Chile</div> <div> Colombia</div> <div> Peru</div> | <div> China</div> <div> India</div> <div> Japan</div> <div> South Korea</div> <div> Malaysia</div> <div> Thailand</div> <div> Phillippines</div> | <div> South Africa</div> <div> Tanzania</div> <div> Egypt</div> <div> Morocco</div> <div> Kenya</div> |
| | SOUTH AMERICA | | OCEANIA |
| | <div> Brazil</div> <div> Argentina</div> <div> Chile</div> <div> Colombia</div> <div> Peru</div> | | <div> New Zealand</div> <div> Australia</div> |
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| NATIONALITIES | | | |
|---|--|--|--|
| EUROPEAN | NORTH AMERICAN | ASIAN | AFRICAN |
| <div> Irish</div> <div> Spanish</div> <div> German</div> <div> Italian</div> <div> French</div> <div> Ukrainian</div> <div> Polish</div> <div> Czech</div> <div> Swiss</div> <div> Croatian</div> | <div> American</div> <div> Canadian</div> <div> Mexican</div> <div> Brazilian</div> <div> Argentinian</div> <div> Chilean</div> <div> Colombian</div> <div> Peruvian</div> | <div> Chinese</div> <div> Indian</div> <div> Japanese</div> <div> South Korean</div> <div> Malaysian</div> <div> Thai</div> <div> Phillippine</div> | <div> Southafrican</div> <div> Tanzanian</div> <div> Egyptian</div> <div> Moroccan</div> <div> Kenyan</div> |
| | SOUTH AMERICAN | | OCEANIAN |
| | <div> Brazilian</div> <div> Argentinian</div> <div> Chilean</div> <div> Colombian</div> <div> Peruvian</div> | | <div> New Zealander</div> <div> Australian</div> |
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Past Simple

Acciones que se completaron en un momento específico del pasado:

- She visited Paris in 2019.
- Visitó París en 2019.



Acciones en serie o consecutivas en el pasado:

- He woke up, brushed his teeth, and left for work.
- Se levantó, se lavó los dientes y se fue a trabajar.



Hábitos o acciones repetitivas que ocurrieron en el pasado:

- They often went to the park during summer.
- Ellos iban a menudo al parque durante el verano.



Past Continuous

Acciones en progreso en un momento específico del pasado:

- I was reading at 8 p.m. last night.
- Anoche estuve leyendo a las 8 p.m.



Acciones simultáneas en el pasado:

- She was singing while he was playing the guitar.
- Ella estaba cantando mientras él estaba tocando la guitarra.



Acciones interrumpidas por otra acción en el pasado:

- She was cooking when the phone rang.
- Estaba cocinando cuando sonó el teléfono.



Easy Learning English Bus

| COMPARATIVE FORM +THAN THE + SUPERLATIVE FORM | | | |
|--|-------------------------------------|--|--|
| One Syllable | ADJECTIVE Ending in... | COMPARATIVE ADD | SUPERLATIVE ADD |
| | -e FINE | -R FINER | -ST FINEST |
| | 1 vowel + 1 consonant HOT | double the consonant -ER HOTTER | double the consonant -EST HOTTEST |
| | vowels + consonants FAST | -ER FASTER | -EST FASTEST |
| Two Syllables ending in -y HAPPY | | Y->I -ER HAPPIER | Y->I -EST HAPPIEST |
| Two Syllables or + not -y MODERN | | MORE before MODERN | MOST before MODERN |
| IRREGULAR FORMS | | | |
| good | | better | best |
| bad | | worse | worst |
| little | | less | least |
| much | | more | most |

3. ¿CÓMO VOY A MEJORAR?

Realizar la serie de actividades diseñadas para ayudarle a comprender mejor los temas que desarrollaron en clase. Estas tareas están pensadas para reforzar lo aprendido durante el primer y segundo periodo. Siga las instrucciones, organícelas bien y entréguelas en el formato y tiempo indicado.

¡Es momento de brillar!

1. Circle the correct option to complete the sentence.

1. Bob always **drink** / **drinks** tea in the morning.
2. What **do** / **does** she **like** / **likes**?
3. My sister **don't** / **doesn't** play tennis.
4. They often **visit** / **visits** their grandparents at weekends.
5. We sometimes **go** / **goes** to the ice rink.
6. Where **do** / **does** your parents **come** / **comes** from?
7. **Do** / **Does** you **want** / **wants** to go home?
8. I **don't** / **doesn't** watch television after school.

2. Complete with simple present.

1. Who Sally in Spain? (**visit**)
She her aunt and uncle. (**visit**)
2. Tom to school by bus? (**go**)
No, he doesn't. He to school on foot. (**go**)
3. What she on TV? (**watch**)
She the news but she soap operas.
(**watch**) (**not watch**)
4. they swimming? (**like**)
Yes, they do, but they running. (**not like**)
5. When you to a football match? (**go**)
I to a football match on Sundays. (**go**)

3. Complete the sentences, choose the correct adjectives form the box.


1. She is my mother. name is Maria.
2. Dubai is a big city. buildings are high.
3. Neha, where is sister?
4. My dog is black. name is Jimmy.
5. He is my friend. name is Varun.
6. This is my brother. name is Rahul.
7. It's birthday today. I'm 14.
8. The boy likes school.
9. Annie meets mother everyday.
10. I often forget keys.
11. Shivani has a new car. car is very nice.
12. Rishi and Nidhi have a new house. It's house.

my
our
your
his
her
its
their

4. Complete with: This/that/these/those


1) _____ is a computer game.

→




2) _____ are lorries.

→




3) _____ is a camera.

→




4) _____ is a kite.

→




5) _____ are balls.

→




6) _____ are watches.

→




7) _____ is a _____

→




8) _____ is a _____

→



9) _____ are _____

→



5. Read the questions and write the answers



Where are you from?



Are you from Spain?



Are you from England?



Where are you from?



Where are you from?



Are you American?



Where are you from?



Are you Japanese?

6. Complete with simple past and past continues

1. It _____ when I _____ this morning.

2. When my dad _____ home, we _____ dinner.

3. The neighbors _____ loud music when I _____ the police.

4. She _____ her leg while she _____ her bike.

5. While they _____ a horror movie, they _____ a strange noise.

6. He _____ sick while he _____ in the pool.

7. I _____ my homework when the lights _____ out.

8. The police _____ him while he _____ a TV from a store.

9. When I _____ them, they _____ under a tree in the park.

10. He _____ his favorite sunglasses while he _____ in the mountains.

COMPARATIVES AND SUPERLATIVES

7. Fill in the blanks with the right form of adjectives in brackets.



The girl with the red jumper is
(intelligent) of the group.



Cakes are
(taste) than bread.



The gingerbread man is
(nice) than the kangaroo.



The clown is
(sad) than the little girl.



The blue hat (elegant)
than the witch hat.



Luciano Pavarotti was
(Famous) opera singer in Europe.



Chinese language is
(Complicate) than Italian.



Being an astronaut is
(dangerous) than being a pilot.



Tortoises are (green)
than koalas.



Football is
(popular) sport in Spain.

4. ¿CÓMO SÉ QUE MEJORÉ?

Con base en su trabajo y esfuerzo, evaluaremos aspectos como la puntualidad en la entrega, la calidad de sus respuestas, su participación en los espacios de refuerzo y su forma de sustentar lo aprendido. Así sabremos si logro superar sus dificultades y fortalecer sus habilidades.
¡De tu esfuerzo lograrás tus resultados!

| Valoración → | 0 | 1 | 2 | 3,5 |
|--|---|---|---|---|
| Criterio de Evaluación ↓ | | | | |
| Puntualidad en la entrega de la guía. | No entrega | Entrega simultánea con la sustentación. | Entrega anterior a la fecha de sustentación. | Entrega en la fecha programada con el docente. |
| Calidad de las actividades desarrolladas en la guía. | Entrega actividades incompletas, mal presentadas y/ o | Desarrolla todas las actividades, sin embargo, estas no dan | Desarrolla las actividades dando respuesta a lo planteado en la | Las actividades son presentadas con excelentes condiciones de orden |

| | | | | |
|---|--|--|--|--|
| | que no corresponden a lo solicitado en la guía. | respuesta de forma precisa a lo solicitado en la guía y/o muestran marcadas dificultades en su presentación. | guía y con buenas condiciones de presentación. | respondiendo de forma clara y amplia a lo solicitado en la guía. |
| Asistencia y Disposición durante el refuerzo y la sustentación. | No asiste o no desarrolla las actividades asignadas. | Asiste puntualmente y desarrolla algunas las actividades asignadas. | Asiste de forma puntual al refuerzo y a la sustentación, realizando de forma organizada las actividades asignadas. | Asiste de forma puntual, atenta y participativa al refuerzo y la sustentación, realizando de forma organizada las actividades asignadas. |
| Sustentación | | | | |
| | | | | |

En el espacio de sustentación, el docente debe redactar los criterios de evaluación de la rúbrica que corresponda a los contenidos (Ejes temáticos), del plan de mejoramiento; dónde el estudiante demuestra sus debilidades o fortalezas de una manera clara y concisa teniendo en cuenta las evidencias de aprendizaje.

Especificar de forma concreta el proceso de sustentación para esta guía de mejoramiento, puede incluir fechas tentativas para la entrega, refuerzo y sustentación.

Nota: La letra en rojo es para que cada docente cambie y adecue la información pertinente a la asignatura, por favor al hacerlo borrar está de manera inmediata.